



**Widening Participation Strategy**  
**2010 – 2013**

October 2010

**Widening Participation Strategy 2010 – 2013**

**Summary**

HYMS has been deeply committed since its inception to the need to recruit cohorts of medical students that reflect more widely the socio-demographic spectrum of the whole UK population. This is likely to remain a government priority in future.

The term ‘Widening participation’ (WP) covers the types of actions that the medical school undertakes to facilitate this, and the sector of the population known to be under-recruited. WP programmes are an investment for the future population, and are unlikely to yield measurable short-term outcomes.

Higher Education Institutions were required to demonstrate they were active in processes designed to widen participation as part of the agreement underlying the increase in university fees in 2005, a requirement likely to continue.

HYMS remains committed to the philosophy of widening participation. The cost, impact, reach and sustainability of HYMS WP activities from the earlier strategy have been reviewed, and show that HYMS undertakes a wide range of WP activities at very low cost. A new draft strategy was sent out for consultation in March 2010. This document is the resulting HYMS WP Strategy for 2010-2013, with an outline of all HYMS WP activities appended.

The principles underlying the strategy are:

1. Raising young people’s career aspirations from an early age is the cornerstone of WP.
2. The strategy should maximise the benefit to young people and to the community across the entire HYMS region, while making most effective use of all resources.
3. The impact of HYMS WP work can be amplified by working more closely through teachers and parents, and by collaborating with other organisations.
4. HYMS WP strategy and programme should be capable of adapting to and surviving changing economic and social circumstances.

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## I Introduction

### I.1 Definition of widening participation

The Hull York Medical School (HYMS) widening participation (WP) strategy is designed to help applicants from the more disadvantaged sectors of society to apply to and succeed in medical schools, so that future cohorts of doctors reflect more closely the structure of the population as a whole, in terms of socioeconomic background, gender and ethnicity. This strategy (for the three academic years 2010 to 2013) follows a decade of strong government direction to medical schools to promote, and report on, their approaches to widening participation.

### I.2 Chronology of widening participation (WP) at HYMS

HYMS' WP officer was appointed in 2004, and a WP assistant in 2006, both part-time. The HYMS' WP strategy for 2006-2009, written after a review of their activities, was approved by the HYMS Admissions committee in 2006. The strategy from 2006-2009 was reviewed and revised over the academic year 2009-10. The draft strategy for the academic years 2010-2013 was circulated to HYMS partner organisations for consultation and comment in March 2010. We are grateful to all those who provided comments, listed in Appendix I. This final version of the HYMS 2010-13 widening participation strategy takes account of the comments received.

### I.3 HYMS' widening participation philosophy

The programme of HYMS' WP activities aims to encourage and support young people from disadvantaged backgrounds to consider not only a career in medicine, but also in the other healthcare professions, and university education in general. The programme therefore ranges from activities designed to raise the aspirations of primary school children, through activities that enhance secondary school students' enjoyment of science, to providing appropriate experience that will help school students to make more competitive and confident university applications.

The spectrum of medical schools' approaches to widening participation ranges from a single continuous programme lasting several years open to an annually recruited closed cohort of appropriate secondary school students who want to study medicine, to employing a range of different interventions for participants across a wide age and geographical range, with the aim of raising their educational aspirations and generating interest in careers in health care, including medicine.

The advantage of the first, more limited, approach is that the costs and outcomes can be measured within the timescale of the project, making it amenable to utilitarian economic analysis. The latter approach aims to increase the community's social capital through raising parental, peer and community knowledge and expectations, and so leads to an outcome that, although less measurable, may be of greater social benefit. This is consistent with a

founding aim of HYMS: to improve health and healthcare across the whole region, particularly in the more deprived areas.

### **1.4 WP activities in HYMS' parent organisations**

HYMS is a collaboration between the University of Hull, the University of York and all the NHS organisations over a geographically large region. The geography of HYMS means the WP team can be a vehicle for cross-fertilisation of ideas between different educational and health-care organisations. HYMS WP programme should therefore seek to integrate with, support, and where possible augment the WP activities of its 'parent' organisations.

### **1.5 National policy context, 2010**

Two separate UK government reports in 2009 suggested the process of social mobility has stalled (*Higher Ambitions*<sup>1</sup> and *Unleashing Aspirations*<sup>2</sup>). The Milburn report<sup>2</sup> found that recruitment to the professions has become more exclusive and 'closed doors not only to people from disadvantaged backgrounds' but also 'to people from average or middle class family backgrounds too', and if this trend is not reversed the typical professional of the future 'will be growing up in a family better off than seven in ten of all families in the UK'.

A British Medical Association (BMA) report in 2009 found that entrants to medical school from the 4 lowest occupational groups had risen only slightly, from 13.6% of medical schools intake in 2003 to 15.3% in 2008<sup>3</sup>. Acceptance rates remained markedly different: 58% of applicants from the top socioeconomic groups, versus 39% of applicants from the lower groups, successfully obtained a place at medical school.

The future is uncertain. The UK is currently facing major changes in financial, economic and political direction plus further educational reforms, which will all shape future government strategy for promoting social mobility. The target group for WP activities are the people likely to be most affected in a recession, which will also affect their level of debt aversion and need for paid employment. The WP strategy will have to be used in a flexible and creative way.

### **1.6 This document**

The present document comprises:

2 Review HYMS' WP strategy from 2006-2009

3 HYMS' WP strategy for 2010-2013

4 New projects

Appendix 1 Acknowledgements of contributors of comments

Appendix 2 List of projects

Appendix 3 Operational outline of HYMS WP projects

## 2 Review of 2006-2009 strategy

### 2.1 Introduction

HYMS' first WP strategy sought to encourage disadvantaged young people to apply to university in general, and to consider careers in health care, particularly medicine. Individuals likely to benefit from WP activities were identified not only by the standard demographic attributes, but also by characteristics such as being the first in their family to proceed to higher education (HE), or attending a school from which only a low percentage of pupils progress to HE, when compared with national norms. The projects were developed opportunistically and were shaped by the available sources of external funding. In some instances, the target groups were defined by the funding body, and extended (either geographically or in ability level) beyond the intended target groups for HYMS' WP work.

The number of projects available for students at different stages, and who was involved, is shown in table 1. Figure 1 shows the geographical distribution of the schools involved. The projects identified by letter are listed in Appendix 2 and described in Appendix 3 (paper 2b).

### 2.2 Different aims for different age groups

Young children are highly influenced by their teachers and parents. The work with primary schools therefore aimed 1) to familiarise younger children and their parents with the idea of university, and to make HE seem more open and welcoming of people like themselves and 2) to build relationships with individual teachers and schools across the HYMS' region. The schools chosen were in areas of either rural or urban deprivation. Our initial aims were met and the projects were very popular.

The projects with early secondary school children (11-16 year olds) sought to make learning science attractive and relevant, and schools were particularly encouraged to include students they identified as being at risk of not realising their potential. Schools reported that a number of participants subsequently pursued health-related careers.

The work with senior school students (aged 16-19) was designed to provide appropriate information and advice about higher education, as well as both brief and extended "hands-on" HYMS-based courses, school-based projects and internet-based mentoring by HYMS students. Wherever possible, participating schools were encouraged to develop their own follow-up activities.

Disadvantaged young people applying for medicine particularly need support in preparing their medical school applications and experience and confidence for interviews. We have addressed this indirectly and directly. First, teachers from secondary schools across the region have been recruited and trained in medical student selection and become members of HYMS' student selection interview panels. Secondly, in 2009 the first HYMS-based residential summer school was provided for a small group of disadvantaged students

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selected by their schools, supported by a generous number of HYMS students and staff, funded by Aim Higher (see Appendix 3).

**Table I** Distribution of HYMS WP projects across target audiences at various stages in students' life-cycles (projects identified by letter), 2006-9

Life cycle stage	Child	Parent	Teacher
Primary School	3 (a,b,c)	2 (a,b)	3 (a,b,c)
Secondary School 11 – 16 yrs	7 (d,e,f,g,h,i,j)		3 (d,e,f)
Secondary School 16 – 19 yrs	5 (g,k,l,m,n,o)		3 (k,l,q)
Pre- application	1 (p)		1 (q)
Early university years			



**Figure I** Distribution of local schools involved in HYMS WP projects

### 2.3 Evaluations

Participant evaluations have been obtained and reviewed from all HYMS WP projects. While external funding bodies usually provide their own post-event evaluation questionnaires, HYMS-designed projects have used pre-and post-event questionnaires, to assess the immediate impact of the experience on participants' attitudes and intentions. In general, evaluations have been very positive, but long-term impact assessments were too difficult to undertake because of the broad range of aims of the projects. We have received numerous anecdotal reports of former participants in our projects successfully entering medical schools (including HYMS) or other health professions.

### 2.4 Funding and direct costs to HYMS

The direct costs to HYMS of the WP team were modest, with an annual salary cost of under £40,000 and a non-salary budget of £5000 per year. The team secured additional funding of around £10,000 each year from external agencies such as the Aim Higher Healthcare Strand and the Yorkshire and Humber Excellence Hub.

### 2.5 Impact on HYMS student profile

HYMS students appear to come from a wider range of backgrounds than students of the average UK medical school, as discussed below, although there are at present no numerical data from which to judge the success of the HYMS WP strategy.

The only published national data on social class of entrants to UK medical schools is supplied by HEFCE, derived from candidate's description of their parent's occupation on their UCAS form<sup>3</sup>. The validity of the data is known to be low, and does not allow comparisons between individual medical schools. Through HYMS' participation in the UK Clinical Aptitude Test (UKCAT) Consortium, HYMS has access to annual information about the parental socio-economic class of all applicants and all students who have taken up places at HYMS since 2007, compared with the pooled data for all (26) UKCAT medical schools<sup>4</sup>. These data are shown, expressed as percentage of total, in Table2. The UCAS dataset has a similarly high proportion of non-responders.

The gender balance of entrants to HYMS compares favourably with other medical schools, as does the proportion of students from Black and Minority Ethnic groups (40% in 2010, compared to 30% of the total intake nationally in 2008, which varied from over 50% at some London medical schools to under 10 % at other schools, paralleling differences in the local catchment populations)<sup>3</sup>

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**Table 2** Socio-economic classification of parents of HYMS' applicants and students compared with all 26 UKCAT medical schools, 2007-9.

Social Class	2007		2008		2009	
	Applicants	Students	Applicants	Students	Applicants	Students
	HYMS (UK) %    %	HYMS (UK) %    %	HYMS (UK) %    %	HYMS (UK) %    %	HYMS (UK) %    %	HYMS (UK)
1	77    (82)	79    (85)	79    (82)	78    (85)	79    (82)	N/A
2	6    (5)	5    (5)	5    (5)	5    (5)	5    (5)	
3	9    (8)	8    (6)	10    (8)	11    (6)	8    (7)	
4	3    (2)	3    (2)	4    (2)	5    (2)	4    (2)	
5	5    (3)	5    (2)	3    (3)	1    (2)	4    (3)	
Unknown	35    (35)	35    (32)	36    (35)	29    (31)	36    (36)	

### 3 Strategy for 2010-2013

#### 3.1 Guiding principles

The HYMS WP strategy for the academic years 2010-2013 aims to reach as many people as possible across the HYMS region, in order to increase the level of knowledge and understanding about studying medicine across the whole region. We will therefore aim more of our work specifically at parents and teachers, make the most efficient use of HYMS resources by developing projects that can become self-sustaining with little further direct input from HYMS (for example using electronic media) and maximise the impact of HYMS' projects by working in closer partnership with the NHS and other agencies. Our strategy leads to proposing a number of new projects to meet these criteria, while also responding to the needs and difficulties identified from the 2006-2009 strategy period and the current context of the economic and political uncertainty and likely reductions in public funding.

The following considerations have specifically shaped the strategy.

#### 3.2 Increasing aspirations

Parents and teachers attitudes affect children perhaps most in their early years. HYMS projects will seek to influence parents and teachers as well as students, starting with primary school age children, with the aim of helping all participants feel that they (or their children) could one day attend university too.

#### 3.3 Community attitudes and knowledge

Disadvantaged students often attend schools where few progress to university, and staff infrequently advise pupils interested in studying medicine. As recruitment to the professions appears currently to disadvantage even those from 'average' families too,<sup>2</sup> HYMS WP activities must have an extensive reach. We will therefore develop projects that increase the

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information available to teachers, schools and individuals across the whole region, and enable teachers to learn from each other.

### 3.4 Specific hurdles to success as a medical student

Applicants from disadvantaged backgrounds are likely to be more debt-averse (particularly in a recession), and have specific difficulties in applying for medicine, in securing work experience, and being confident in interview situations. We will address these issues with new projects for secondary school students.

### 3.5 Collaborative and partnership working

Successful collaborative working with schools, NHS organisations and other agencies requires a high level of commitment on both sides, and an understanding of the constraints of each others' organisations. It takes a lot of time, and cannot be measured simply by the number of successful projects.

### 3.6 Changes in funding sources

As financial support from the Aimhigher Healthcare Strand and the Yorkshire and Humber Excellence Hub is unlikely to continue in its present form, a number of successful projects will either have to be replaced less expensively or re-developed in a more self-sustaining form.

### 3.7 Distribution of HYMS WP work, 2010-2013

Table 3 below summarises the planned strategic distribution of new or continuing HYMS WP projects across the potential target audiences at various stages in students' life-cycle. The projects are listed in Appendix 2 and outlined in Appendix 3

**Table 3 Strategy 2010-2013 Distribution of HYMS WP projects across target audiences at various stages in students' life-cycles (projects identified by letter)**

	<b>Child</b>	<b>Parent</b>	<b>Teacher</b>
Primary School	2 (c,r)	1 (r)	1 (r)
Secondary School 11 – 16 yrs	5 (d,e,f,s,t)	1 (e)	1 (q,t)
Secondary School 16 – 19 yrs	5 (k,l,t,u,w)	2(u,w)	5 (q,u,v,w,x)
Pre- application	6 (p,t,u,w,x,y)	3 (u,w,x)	5 (q,u,v,w,x)
Early university years	2 (z, aa)		1 (aa)

## 4 New projects

This section describes the main purpose of HYMS new WP projects for each target age group. Projects with schools generally involve different mixtures of HYMS students and staff, visits and resources, school-based activities and activities based in or using other health-care staff. The details of the projects are provided in Appendix 3.

### 4.1 Primary Schools

The primary school projects have been very popular, but *Professor Fluffy*<sup>(a)</sup> and *The Educators*<sup>(b)</sup>, were discontinued, because of a high licence fee and a dispute over intellectual property rights respectively. *Zog*<sup>(r)</sup> is a new HYMS-designed project for primary school children, which will also actively engage parents and teachers.

### 4.2 Secondary schools

*Gary*<sup>(d)</sup>, *Neeta*<sup>(f)</sup>, *Lucy*<sup>(e)</sup>, *Stan*<sup>(k)</sup> are the main characters ('virtual patients') in a number of problem-based learning projects for schools (which also include *Making Connections*<sup>(l)</sup>; see Appendix 3). All are time-consuming for HYMS staff. The *Lucy* project is being developed into a multi-media project with help from the HYMS e-learning team, so the project can be used by schools and teachers over the internet as well as during activity days at HYMS.

The WP team will work with HYMS students from WP backgrounds on *HYMS Website information development*<sup>(w)</sup> to create a new area of the website that provides the sort of information that WP applicants have difficulty finding, and addresses likely fears and uncertainties, such as funding. We will also support a programme of HYMS students from the local region returning to their former schools to talk about medicine and HYMS, with the aid of a pre-prepared presentation<sup>(u)</sup>.

In recent years, students' use of E mentoring has fallen, so the high licence fee of HYMS original scheme mediated by the Brightside trust<sup>(g)</sup> can no longer be justified. E-mentoring of school students by HYMS students will continue to be offered, but we will develop an in-house HYMS scheme<sup>(t)</sup> that will only be available to participants of specific HYMS WP events, and last for a fixed period.

The *HYMS summer school*<sup>(p)</sup> has succeeded in helping applicants from WP backgrounds to make competitive applications to medical school, and will continue if funding is found.

We will run annual *Teachers workshops*<sup>(v)</sup> to assist teachers to prepare their students for medicine and other health careers, to encourage teachers to share good ideas between schools, and to support the formation of electronic information-sharing networks among teachers at schools in geographical groups across the whole region. We will continue to extend the programme of training *Teachers as interviewers*<sup>(q)</sup> in selecting HYMS' future students, which schools have found very useful. Candidates like the availability of sample

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interview questions on the HYMS website, as this gives everyone an equal opportunity to prepare. We will also assist local teachers to prepare WP applicants for medical school interviews through specific *Interview skills support*<sup>(y)</sup> activities.

Essential work experience needs to be equally accessible to all potential medical applicants across the HYMS region. Each NHS Trust provides work experience for potential medical applicants differently (or not at all). We have secured funding to catalogue the approaches across the HYMS region, and intend to work with NHS Trusts and other agencies to help ensure uniformly accessible opportunities. The new *Earning and Learning*<sup>(s)</sup> schools project with Hull PCT is already illustrating the benefits of multi-agency collaborative working in this area.

We will develop a new section of the HYMS website, *Work experience advice and support*<sup>(x)</sup> that suggests the sort of experience applicants should aim for, catalogues the available opportunities across the HYMS region, and provides some means of allowing priority access to applicants from WP backgrounds.

### 4.3 University

Students from WP backgrounds often have greater difficulties than others in adjusting once at medical school, and may be carrying more family responsibilities or greater financial hardships than others. We intend to offer an individual mentor at the start of the course to each HYMS student known to be from a WP background<sup>(z)</sup>. Mentors will be sought from volunteers among HYMS associated teaching staff, and will be in addition to the personal adviser role fulfilled by the PBL tutor of each student.

We will form a Widening Participation interest group<sup>(aa)</sup> from interested staff and others associated with HYMS to meet regularly to advise and support HYMS widening participation activities and the WP manager.

### 4.4 Conclusions

This strategy outlines the key elements for building on HYMS previously successful widening participation work. The actions following from this strategy should provide a programme of interventions for all appropriate age ranges, across the whole HYMS region. We strike a balance between brief experiences reaching a larger number of students, parents and teachers, and more intense extended projects for a limited number; and also between activities that can take place entirely at HYMS, partly in HYMS and school, or completely outside the medical school.

Jane Adam  
Associate Dean for Admissions  
on behalf of HYMS Widening participation team.

12<sup>th</sup> Oct 2010

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## References

- 1 *Higher Ambitions: The Future of Universities in a Knowledge Economy*, Department for Business, Innovation and Skills, November 2009
- 2 *Unleashing Aspiration: The final report of the Panel on Fair Access to the Professions*, (Chairman: Alan Milburn) Cabinet Office, January 2010
- 3 *Equality and Diversity in UK Medical Schools*, British Medical Association, October 2009
- 4 Personal communication from UKCAT Board

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## Appendix One Acknowledgements

The HYMS WP team would like to express their thanks to the following professionals for their comments on the strategy during the consultation period.

Members of Hull York Medical School Admissions Committee

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Professor Ian Watt, Interim Dean, Hull York Medical School

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### Appendix 3 Operational outline of HYMS WP projects

#### (a) Professor Fluffy

Full name: Professor Fluffy's Medical Adventure Day  
Age group: Primary school, age 8-9.  
Duration: One school day  
Participants: 180 children  
Times run: 3  
Nature of day: Group activities led by HYMS students, university tour, mini graduation ceremony and photographs  
Location: University of Hull  
Nature of programme: Familiarising participants with university, raising aspirations both on the day via direct contact and via follow up in schools and with parents  
HYMS resource involvement: HYMS WP staff and students, MFL as location, use of some equipment and assistance of technical staff in setting up  
Funding: Aimhigher  
Sustainability: Discontinued because of cost of licence fee and of transporting children to HYMS.

#### (b) The Educators

Full name: The Educators  
Age group: Primary school, age 9-10.  
Duration: One school day  
Participants: 120 children  
Times run: 2  
Nature of day: Contextualised group activities led by HYMS students, university tour, mini graduation ceremony and photographs  
Location: University of Hull  
Nature of programme: Familiarising participants with university, raising aspirations both on the day via direct contact and via follow up in schools and with parents – contextualised by back story of group of 'super heroes' and the theft of a dangerous bacteria from the medical school lab.  
HYMS resource involvement: WP staff and HYMS students, MFL as location, use of some equipment and assistance of technical staff in setting up  
Sustainability: Discontinued because of dispute over intellectual property rights  
Funding: Aimhigher

#### (c) Primary Schools SSC

Full name: The Primary School SSC  
Age group: Age 9-10  
Duration: 10 weeks over the Spring Term and includes 5 sessions in school

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Participants: 9 groups of 30 children each year (270 each year)  
Times run: 4  
Nature of day: HYMS students running Science lessons with emphasis on health  
Location: In primary schools  
Nature of programme: Embedded in HYMS curriculum as an SSC  
HYMS resource involvement: WP staff time in liaising with schools and students  
Funding: Via SSC fund  
Sustainability: New schools joining project each year

### (d) Gary

Full name: What's the matter with Gary?  
Age group: Age 14-15  
Duration: Half school day  
Participants: 200  
Times run: 4  
Nature of day: Small group work at HYMS– investigative and practical supported by HYMS students. Mini PBL type session focusing on Gary at various stages of health issue.  
Location: Universities  
Nature of programme: Supports science curriculum in schools and focuses on raising aspirations and encouraging interest in science.  
HYMS resource involvement: WP staff and HYMS students, MFL as location, use of some equipment and assistance of technical staff in setting up  
Funding: Excellence Hub and Aimhigher  
Sustainability: Eventual digitisation

### (e) Lucy

Full name: Emergency Room: Lucy's life is in your hands....!  
Age group: Age 11-13  
Duration: Half school day  
Participants: 270  
Times run: 6  
Nature of day: Film clips and mix of 'real' and 'suspended' time. Small group work at HYMS- investigative and practical facilitated by HYMS students and partly digitised. Utilises role play as participants are ER teams and HYMS students are team leaders-white coats and scrubs respectively. Each activity station is supported by an 'expert'.  
Location: Universities  
Nature of programme: HYMS resource involvement: WP staff and HYMS students, MFL as location, use of some equipment and assistance of technical staff in setting up  
Funding: Excellence Hub

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Sustainability: Lucy website- upgrading of website materials we use on Lucy days at the universities plus teaching materials and an accessible version for schools

### **(f) Neeta**

Full name: Neeta – can be modified depending on the requirements of the participating group

Age group: Age 14-19

Duration: 45 minutes – 1 hour

Times run: 4

Nature of day: Group work -investigative and practical contextualised around Neeta case study

Location: University

Nature of programme: Designed to meet requirements for one off events and can be extended or curtailed depending on brief and nature of participant group.

HYMS resource involvement: WP staff and HYMS students, MFL as location, use of some equipment and assistance of technical staff in setting up

Funding: Varies depending on participant group – either HYMS WP funded or Aimhigher

### **(g) E-mentoring (with Brightside Trust)**

Full name: E-mentoring

Age group: Age 14-19

Duration: Ongoing

Participants: Varies – up to 100 at any one time – some are temporary users.

Times run: 5 years

Location: Training sessions either at university or school

Nature of programme: E-mentoring via secure website facility. Some ongoing and some time limited and attached to specific other projects.

Funding: HYMS WP funding

Sustainability: Discontinued because of cost of high licence fee and availability of cheaper options

### **(h) University Summer Schools (Hull and York)**

Full name: Summer School

Age group: Sixth Form (age 16+)

Duration: 2 hours

Participants: 120 each year

Times run: 6

Nature of day: Part lecture, part practical session, at HYMS

Location: Universities

Nature of programme: Part lecture, part practical session, at HYMS

HYMS resource involvement: WP staff, HYMS academic staff

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Funding: University  
Sustainability: Dependent on funding

### **(i) York University Science Trail**

Full name: Science Trail  
Age group: Age 15 – 17  
Duration: Whole day divided into hour long slots.  
Participants: Approx 100  
Times run: 5  
Nature of day: Group activities focused around virtual patient, Neeta, led by HYMS students.  
Location: University  
Nature of programme: To encourage an interest in science generally  
HYMS resource involvement: WP staff and HYMS students, MFL as location, use of some equipment and assistance of technical staff in setting up  
Funding: University

### **(j) Hull and York Universities – Find Your Way**

Full name: Excellence Hub: Find your way  
Age group: Age 14+  
Duration: Afternoon session 2 hours  
Participants: 20  
Times run: 2  
Nature of day: Group activities focused around virtual patient, Neeta, led by HYMS students, at HYMS.  
Location: University  
Nature of programme: Gifted and talented WP students on extended programme with Excellence Hub  
HYMS resource involvement: HYMS students and HYMS WP staff  
Funding: Excellence Hub  
Sustainability: This subgroup of Excellence Hub will continue to be supported financially once Hub funding ceases.

### **(k) Stan**

Full name: Uncovering Medical School  
Age group: 16+  
Duration: Half school day plus follow up e-mentoring  
Participants: 80+  
Times run: 6

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Nature of day: Group work at HYMS-investigative and practical. PowerPoint presentation on applying for medical school. The 'Stan' session is followed up with a period of e-mentoring which enables participants to discuss the case further and/or ask questions about applying for med school.

Location: University

Nature of programme: Information and support for potential local applicants

HYMS resource involvement: HYMS students, WP staff, Academic staff

Funding: Excellence Hub

### **(l) Making Connections**

Full name: Making Connections

Age group: 16+

Duration: 4 or 5 week cycle

Participants: 50 per year spread across 4 6<sup>th</sup> form colleges

Times run: 5

Nature of day: Group work modelled on PBL carried out at colleges – material produced by HYMS. Cycle of activities lasting five sessions and culminating in a clinical skills session at HYMS and, occasionally, a visit to local NHS facility.

Location: Colleges/schools

Nature of programme: Supports science curriculum and raises aspirations and knowledge of potential applicants from local colleges

HYMS resource involvement: Participating colleges' staff, plus HYMS WP and academic staff

Funding: HYMS WP budget and participating schools/colleges

Sustainability: Sustained by participating colleges which run it themselves with some input from HYMS once first few sessions covered. Developed by adding more colleges and introducing project to colleges where residential summer school attendees are based. Introduce e-mentoring possibility to these groups.

### **(m) Masterclasses**

Full name: Masterclasses

Age group: 16+

Duration: 2 hours

Participants: 100

Times run: 4

Nature of day: Part lecture, part practical session

Location: University

Nature of programme: Part of an extensive programme across the universities.

HYMS resource involvement: HYMS academic and WP staff

Funding: Central University funding

## Hull York Medical School

### **(n) Routes into Healthcare**

Full name: Routes into Healthcare  
Age group: Age 15 – 17  
Duration: 1 afternoon at HYMS divided into two slots  
Participants: Approx 30  
Times run: 4  
Nature of day: Group activities focused around virtual patient,  
Location: University  
Nature of programme: Part of programme run by University of York to support and advise local students considering a career in healthcare  
HYMS resource involvement: HYMS students, WP staff

### **(o) Expert Sessions**

Full name: Expert sessions  
Age group: 16+  
Duration: 2 hours  
Participants: 20  
Times run: 2  
Nature of day: PBL type session followed by some practical activities  
Location: University and also in colleges  
Nature of programme: Mixed groups of A level and vocational students – aspiration raising and supporting science learning  
HYMS resource involvement:  
HYMS WP staff and HYMS students  
Funding: Aimhigher  
Sustainability: Discontinued as Aimhigher priority changed

### **(p) HYMS Summer School**

Full name: HYMS summer school  
Age group: Age 16-17  
Duration: 3 days  
Participants: 25  
Times run: 2  
Nature of day: A range of activities including PBL sessions, some practical work, a debate, a conference  
Location: University of Hull  
Nature of programme: To support local WP potential medical school applicants in making a competitive application

## Hull York Medical School

HYMS resource involvement: HYMS students, WP staff, Aimhigher project staff and visiting speakers.

Funding: Aimhigher Healthcare strand

Sustainability: Dependent on funding

### **(q) Teachers as interviewers**

Full name: Teachers as interviewers

Age group: Secondary school teachers

Duration: Training sessions plus 2 days of interviews

Times run: 6

Location: University

Nature of programme: Interviewing applicants to HYMS

HYMS resource involvement: Training, expenses and cost of interview days

Funding: HYMS

### **(r) Zog**

Full name: Planet Zog (working title)

Age group: age 9 - 11

Duration: half school day

Participants: Still in planning stage

Times run: Still in planning stage

Nature of day: Discussion and practical activities

Location: University

Nature of programme: To raise aspirations and to familiarise children with the idea of University ; to include involvement of teachers and parents, as previous similar projects.

HYMS resource involvement: WP staff, HYMS students

Funding: HYMS WP budget and any external

Sustainability: Designed and produced by HYMS so owned by HYMS

### **(s) Earning and learning project**

Full name: Working with Hull Secondary Schools

Age group: Age 14-15, 16+

Duration: Events at HYMS will last half a day

Participants: At planning stage but we envisage a limit of 30 per activity session

Times run: At planning stage

Nature of day: Likely to include practical and virtual patient activities

Location: University of Hull

## Hull York Medical School

Nature of programme: Working in partnership with PCT – one part of project to work with potentially able students in 3 Hull National Challenge Schools – second part to work together on work experience opportunities for aspiring medics from WP backgrounds

HYMS resource involvement: WP staff, HYMS students, NHS staff

Funding: Shared with Earning and Learning and Aimhigher Healthcare Strand

Sustainability: Dependent on demand and continued funding

### **(t) E- mentoring (HYMS specific site)**

Full name: E-mentoring

Age group: Varied but 16+ in first instance

Duration: Will be ongoing

Participants: As yet in planning stage

Times run: In planning

Nature of programme: To provide an e-mentoring experience for sixth form students who have attended the HYMS Summer School and/or one of the Stan days

HYMS resource involvement: WP staff to set up, monitor use and set up focus for discussion forum

Funding: Aimhigher Associates Humber have provided the space on their e-mentoring facility

Sustainability: Dependent on future of Aimhigher Associates

### **(u) HYMS student talks in schools**

Full name: Student talks in schools

Age group: Age 15-18

Duration: Typically 1 hour

Participants: Varied but likely to be groups of between 15 and 50 students

Times run: 4 or 5 talks have taken place

Nature of day: HYMS students deliver presentation on applying to medicine and answer relevant questions

Location: Schools/colleges

Nature of programme: Role models, giving up to date information and advice

HYMS resource involvement: HYMS students, preparation of a power point

Funding: Schools asked to pay students' travel expenses

Sustainability: Requires minimal funding

### **(v) Teacher workshops/conferences**

Full name: HYMS Teachers' Conference

Age group: Secondary school teachers who support potential medical school applicants

Duration: Whole day with possibility of follow up morning workshops

Participants: 40

## Hull York Medical School

Times run: 1  
Nature of day: Part information giving and part discussion and networking  
Location: University  
Nature of programme: To explore best ways in which medical applicants from state schools can be supported and to set up small networks of teachers grouped geographically  
HYMS resource involvement: WP and Admissions staff  
Funding: Aimhigher Healthcare Strand  
Sustainability: Formation of small supportive networks of teachers in turn supported by HYMS

### **(w) HYMS Website information development**

Full name: Thinking of becoming a doctor?  
Age group: Age 14-19  
Duration: 2 months in preparation phase  
Times run: In developmental stage  
Location: HYMS website  
Nature of programme: To offer information and advice to potential applicants from HYMS-specifically but not exclusively to those from a WP background; it features input from some current students and has been created by HYMS student and WP Assistant  
HYMS resource involvement: HYMS WP staff, HYMS students, technical and communications staff  
Sustainability: Can be 'managed' by HYMS WP staff and should prove useful for the promotion of and recruitment to our events once that facility no longer in place with Aimhigher or Excellence Hub

### **(x) Work experience advice and support**

Full name: Work experience  
Age group: Age 17-18  
Duration: Varied  
Participants: 6  
Times run: 2  
Location: Across the HYMS region  
Nature of programme: Research into how work experience for potential medical students is made available across the HYMS region and making that information available on our website; developing a range of possible work experience placements for participants on HYMS Summer School and other WP applicants  
HYMS resource involvement: HYMS WP staff and NHS staff  
Funding: Some funding from Aimhigher Healthcare Strand

### **(y) Interview skills support**

Full name: Interview skills support

## Hull York Medical School

Age group: Age 17-19  
Duration: A half school-day is envisaged  
Participants: In planning stage  
Times run: In planning stage  
Nature of day: Partly informative and partly practical  
Location: University  
Nature of programme: To support the development of interview skills for local WP applicants  
HYMS resource involvement: HYMS WP staff, interviewers and Admissions staff plus students  
Funding: HYMS although other funding streams will be explored  
Sustainability: Dependent on demand and funding

### **(z) Mentors for identified HYMS students from WP backgrounds**

Full name: Mentors for present HYMS students from WP backgrounds  
Age group: Present HYMS students from WP backgrounds  
Duration: 5 years  
Participants: HYMS staff  
Times run: In planning stage  
Nature of programme: Mentors will provide guidance and support where needed and requested  
HYMS resource involvement: HYMS staff

### **(aa) HYMS WP interest group**

Full name: HYMS WP interest group  
Duration: Ongoing although we envisage 2 meetings a year  
Participants: Members of HYMS staff who have an interest in our WP programme  
Times run: In planning stage  
Nature of programme: To offer support and advice to the HYMS WP team in the development and maintenance of the HYMS WP programme  
HYMS resource involvement: HYMS staff